

INSTRUCTIONS FOR ASSESSORS

The purpose of this test paper is to assess a candidate's ability to meet the Adult Literacy curriculum elements and Adult Literacy Standards as set out for Speaking and Listening for Entry 1 in the Adult Literacy Core Curriculum. It is essential that assessors are clear about the contents of the test paper and the Guidelines for Assessment of Listening and Speaking at Entry 1 before administering this Speaking and Listening Test. Please ensure that you become familiar with the guidelines for assessment of Speaking and Listening at Entry 1 and that you read the contents of the test paper prior to administering the test.

ASSESSMENT OF SPEAKING & LISTENING AT ENTRY 1

- 1 Only one candidate should be present with an assessor during each separate assessment using this test paper when questions one, two, three and four on this test paper are being assessed. At the discretion of the centre either one or two candidates may be present with the assessor when Question 5 on this question paper is being assessed.
- 2 To meet the differing needs of assessment centres, assessors may wish to deliver different questions of the test paper on different occasions. This applies to Speaking and Listening tests only.
- 3 If assessors choose to deliver different questions on different occasions, they should complete all relevant sub sections of those questions during that assessment session.
- 4 The question paper is for the use of assessors only. Test papers must not be given to candidates.
- 5 Each section of the test paper has a short scenario to give a context to the assessment task. This scenario should be read to the candidate and it may be repeated as required.
- 6 The questions should only be asked when the assessor has checked that the candidate has understood the content of the scenario.
- 7 Items in plain text are guidance to an assessor. Items in bold are text to be read by the assessor to the candidate. Plain text guidance to the assessor and text between brackets should not be read out to the candidate.
- 8 Assessors should put candidates at ease and offer them encouragement and reassurance during the test. At the same time assessors should not comment in ways which reveal their (i.e. assessors') ongoing evaluation of a candidate's performance.
- 9 Before candidates undertake this test paper, it is advisable that tutors and teachers help candidates to become familiar with the words and phrases below (and other words and phrases tutors consider relevant and necessary) and discuss with candidates the implications that these words and phrases might have on how candidates respond: discussion, instruction, request, speak clearly.
- 10 Assessors may give prompts to the candidates as appropriate but should not phrase prompts in such a way as to lead candidates to the correct response and thus affect the outcome of the assessment decision. Extensive prompting or rephrasing of questions should be recorded on the front of the paper and should be taken into account when awarding the mark(s) for the assessment task.
- 11 The candidate should be given the opportunity to undertake all the assessment tasks in the test paper.
- 12 Assessors should encourage candidates and put them at ease during the assessment.
- 13 Each section of the test paper should be delivered orally by the assessor. Candidates should not read the questions.
- 14 Responses must be given orally by candidates unless otherwise indicated in the mark scheme.

- 15 Assessors must make a written record of candidates' responses in the boxes provided on the test paper while candidates undertake the test paper. Alternatively a record of candidates' responses may be recorded on a tape recorder or filmed and recorded on video.
- 16 Written, recorded or filmed records of all candidates' responses to this test paper must be available for moderation or verification if required.
- 17 Assessors award marks to candidates for each assessment task and section of the test paper according to the information in the mark scheme. The marks awarded should be entered on the front of the test paper.
- 18 While assessors must record candidates' responses while candidates undertake the test paper, assessors may optionally also award and record marks at the same time. Alternatively assessors can award and record the marks for the test paper after the assessment has concluded on the basis of the written record of candidates' responses.
- 19 The total number of marks which can be awarded for this test paper is 25.
- 20 The mark which a candidate is awarded for the test paper must be converted into a percentage. This can be done by multiplying a candidate's marks by 4.
- 21 The pass percentage for this test paper is 80%. In order to achieve 80% candidate must achieve at least 20 marks out of the 25 available.
- 22 Assessors must sign and date the record of the candidate's answers to this test paper on the front page.
- 23 Assessors should use their professional judgement and expertise when applying the Mark Scheme. In addition to the guidance notes, sample answers and distribution of marks outlined in the Mark Scheme, assessors should refer to the guidance and amplification given under the relevant curriculum elements in the Adult Literacy Core Curriculum to determine whether candidates' responses merit the allocation of marks available in the Mark Scheme.

Specific requirements for this paper:

QUESTION 2 THIS QUESTION REQUIRES THE ASSESSOR TO PREPARE MATERIALS IN ADVANCE OF THE TEST. GUIDANCE IN RELATION TO THIS IS GIVEN BELOW.

Assessors need to supply the following items:

Assessors need to supply 5 different stationery / classroom items e.g. Pencil, pen, paper clips, erasers, folder, book.

QUESTION 4b THIS QUESTION REQUIRES THE USE OF PICTURE CARDS SUPPLIED WITH THIS TEST PAPER. TWO OF THE FOUR CARDS SHOULD BE USED WITH EACH CANDIDATE

Picture card 1 Picture card 2 Picture card 3 Picture card 4